



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

51st SPRING SESSION RESOLUTIONS

pertaining to AB 705 (Irwin, 2017)

Adopted, April 14, 2018

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ADOPTED RESOLUTIONS

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.04 S18 Identifying Appropriate Assessment Measures

Whereas, California Education Code §66010.4 (a)(2)(A) stipulates that community colleges shall offer “remedial instruction for those in need of it”;

Whereas, Curriculum, including establishing prerequisites and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters per Title 5 §53200, and as such administrators should defer to the expertise of discipline faculty and the academic senate to develop placement models that comply with all legal requirements, and that may include some courses in remediation for students who need it;

Whereas, AB 705 (Irwin, 2017) states that “‘assessment’ means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance,” thus an assessment instrument used along with other measures for assisting students will help students make informed decisions regarding how to begin and successfully complete their mathematics, reading, writing, and/or English as a Second Language (ESL) sequences; and

Whereas, California Education Code §78213 2(c) stipulates that “The Board of Governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges” as one component of a multiple measures placement model;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to ensure the right and responsibility of local academic senates to work with discipline faculty to use appropriate assessment instruments, as part of a multiple measures placement process, to help students make informed decisions as to how to begin and complete their mathematics, reading, writing, and/or English as a Second Language (ESL) sequences;

Resolved, That the Academic Senate for California Community Colleges assert the right and responsibility of individual California community colleges to make the local decisions to continue to offer appropriate classes below transfer level in mathematics, reading, writing, and ESL for those students who prefer to take a more measured approach to their education or need some remediation to ensure success at the transfer level; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office convene the Chancellor's Office Assessment Workgroup required by Title 5 §78213 2(c) and rely primarily upon recommendations of the Academic Senate for California Community Colleges.

Contact: Gayle Pitman, Sacramento City College, Area A

Acclamation

7.05 S18 Legal Interpretation of AB 705 (Irwin, 2017)

Whereas, The changes to California Education Code Section §78213(d)(1)(E) resulting from the passage of AB 705 (Irwin, 2017) stipulate regarding multiple measures that “The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit English as a Second Language (ESL) students will complete transfer-level coursework in English within a timeframe of three years”; and

Whereas, The California Community Colleges Chancellor's Office has released AB 705 guidelines for English placement¹ and will soon be releasing guidelines for mathematics placement, although no regulations have been established, and genuine and meaningful collegial consultation with the Academic Senate for California Community Colleges as the legally recognized voice of faculty in academic and professional matters has not occurred;

Resolved, That the Academic Senate for California Community Colleges work with system partners, and legislative entities as appropriate, to obtain a legal opinion to determine whether or not AB 705 (Irwin, 2017) allows students to be placed into courses below transfer-level if local faculty determine, based on local research, that these students would be best served by such placement;

Resolved, That the Academic Senate for California Community Colleges work with system partners and legislative entities to obtain a legal opinion to determine whether the California Community Colleges Chancellor's Office AB 705 Guidelines are consistent with existing law; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to delay implementation of the AB 705 Guidelines until a legal opinion has been received and additional consultation with the ASCCC has occurred.

¹ https://asccc.org/sites/default/files/English705Guidance_CCCCO_03_22_18.pdf

Contact: Troy Myers, Sacramento City College, Area A

MSU

7.06 S18 Support Students' Rights to Enroll in English as a Second Language (ESL) Coursework

Whereas, AB 705 (Irwin, 2017) rightfully distinguishes English as a Second Language (ESL) students as “foreign language learners who require additional language training in English” with needs separate from those of native English speakers in California Community College English pathways, and therefore intentionally provides English language learners (ELLs) in credit ESL with up to three years to achieve language proficiency before and being mainstreamed into native-speaker transfer-level English;

Whereas, The pathway to academic proficiency in English is not identical for every student and is dependent upon length of time and quality instruction at an appropriate level as well as additional factors far beyond the control of the classroom;

Whereas, The multiple measures using high school transcript information, including grade point average (GPA), have the potential to be applied in such a manner as to sweep high school ELLs into transfer-level English despite not having spent sufficient time in English language learning and despite the fact that GPAs of ELLs from the varied and inconsistent ESL models across California high schools (which include sheltered, pull-out, inclusion, transitional bilingual, structured immersion, and others) may not accurately predict success in the same way as with their native-speaking cohorts; and

Whereas, While some high school senior ELLs may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English in the United States but whose language proficiency may still require attention to specific needs that are not met in transfer-level English, even with co-requisite or other support;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the AB 705 Implementation Committee and Work Groups to ensure that students who will be best served by credit academic ESL courses be distinguished in the implementation of AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and ESL professionals to ensure that placement processes using multiple measures provide ample opportunity for ELLs to know their rights to enroll in credit academic ESL coursework that may better ensure their success in pursuing their transfer and career goals.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSU

7.07 S18 Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL)

Whereas, AB 705 (Irwin, 2017) stipulates that “Colleges shall use evidence-based multiple measures for placing students into English as a Second Language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years”;

Whereas, AB 705 (Irwin, 2017) also states that “Instruction in English as a Second Language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English [and] require support to successfully complete degree and transfer requirements in English”;

Whereas, The purpose of language placement assessments for ESL, as with all foreign languages, is to align a language-learning curriculum with the needs of a language learner in order to maximize success in achieving language proficiency;

Whereas, AB 705 (Irwin, 2017) states that “‘assessment’ means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the Board of Governors as the approving body of all placement instruments to refrain from disallowing all placement instruments as a multiple measure; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the Board of Governors to ensure that credit ESL departments are afforded the opportunity to provide language proficiency assessment via multiple measures that may include quality standardized assessment tests for the purpose of aligning college language-learning curriculum with the needs of the English language learners who seek English proficiency at the advanced post-secondary level.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSU

9.0 CURRICULUM

9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning

Whereas, The California State University (CSU), through CSU Executive Order 1100, no longer requires that a course included in CSU General Education Breadth Area B4, Quantitative Reasoning, have an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that “a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in... mathematics within a one-year timeframe” and “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in... mathematics within a one-year timeframe” and mathematics is a required component of all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters as per the “10+1” in Title 5 §53200, and, as such, administrators should defer to the expertise of the academic senate to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

Whereas, In fall 2017, the Academic Senate for California Community Colleges, the California Mathematics Council of Community Colleges, and the California Mathematics Council of Community Colleges-South joined together and formed a task force to address math and quantitative reasoning education in California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I² as options for colleges to consider in moving toward compliance with AB 705 (Irwin, 2017);

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in mathematics and quantitative reasoning;

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017); and

² <https://asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0> (click on Resolutions) or <https://asccc.org/directory/math-and-quantitative-reasoning-task-force>.

Resolved, That the Academic Senate for California Community Colleges recommend that the Math and Quantitative Reasoning Task Force create an additional C-ID descriptor for a pre-statistics course that focuses on mathematical topics relevant for statistics, including algebra.

Contact: Executive Committee

MSC

13.0 GENERAL CONCERNS

13.04 S18 Providing Educational Access and Adequate Support for California Community College Students with Disabilities

Whereas, Federal and state nondiscrimination laws stipulate that students with disabilities must have access to general college services and instructional programs;³

Whereas, The Board of Governors of the California Community Colleges implemented revisions to Title 5 regulations⁴ on July 1, 2016 to address “academic adjustments, auxiliary aids, services and/or instruction through Disabled Students Programs and Services (DSPS), on and/or off campus, to students with disabilities”;⁵

Whereas, Implementation of AB 705 (Irwin, 2017) may have a significant impact on the ability of California community college students with disabilities to complete transfer-level English, mathematics, and other coursework; and

Whereas, Faculty and colleges may find it challenging to provide adequate access, sufficient support, and reasonable accommodations while maintaining academic standards on and/or off campus to a diverse and growing student population with a wide range of disabilities;

Resolved, That the Academic Senate for California Community Colleges work with appropriate stakeholders to provide the needed resources to serve students with disabilities and by Fall 2019 Plenary Session develop a paper that reviews how effectively California community colleges are serving their students with disabilities, shares best practices, and provides guidance on how to ensure access to educational programs and adequate support for students with disabilities, on and/or off campus; and

Resolved, That the Academic Senate for California Community Colleges recommend that the AB 705 Implementation Task Force take into account and address the unique needs of students with disabilities when developing their implementation guidelines.

Contact: Angela C. Echeverri, Los Angeles Mission College

³ Section 504, the Americans with Disabilities Act, and California Government Code section 1135 et. seq.

⁴ California Title 5 Code of Regulations, §§56000-56076

⁵ California Education Code, §§67310-13 and 84850

MSC

13.06 S18 Using Data to Assess the Impact of AB 705 (Irwin, 2017)

Whereas, It is critical to assess the impact of AB 705 (Irwin, 2017);

Whereas, AB 705 (Irwin, 2017) is mandated to be implemented within the entire California Community College system; and

Whereas, The implementation of AB 705 (Irwin, 2017) is an academic and professional matter impacting curriculum, prerequisites, and educational planning under the purview of the Academic Senate for California Community Colleges;

Resolved, That when AB 705 (Irwin, 2017) is implemented, the Academic Senate for California Community Colleges give guidance to the local colleges on the types of data to collect to assess the impact of AB 705 (Irwin, 2017), particularly regarding equity; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to work with the ASCCC to revise the implementation guidelines for AB 705 (Irwin, 2017) in response to collected local data.

Contact: Mandy Liang, City College of San Francisco

MSU

15.0 INTERSEGMENTAL ISSUES

15.01 S18 California State University Systemwide Credit Policy

Whereas, Both the California State University (CSU) and the University of California (UC) have had systemwide minimum semester credit policies on the granting of units for Advanced Placement (AP) credit for admission purposes, which facilitates transfer by providing consistency for students on how to use external exam credit towards admission criteria;

Whereas, the UC continues to have a systemwide policy for the granting of units for AP credit for admission purposes;

Whereas, The CSU Coded Memorandum ASA-2018-06 Systemwide Credit for External Examination⁶ dated April 11, 2018 has removed CSU's system-wide policies on the granting of units for AP credit for admission purposes; and

Whereas, Without a CSU systemwide minimum semester credit policy for AP credit for admissions purpose, students who apply to multiple CSU campuses with AP credit may meet the 60 units required for admission at some CSUs but not at others;

⁶ ASA-2018-06: <http://www.calstate.edu/acadaff/codedmemos/ASA-2018-06.pdf>

Resolved, That Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Academic Senate of the California State University, and the California State University Office of the Chancellor, as appropriate, to reinstate the systemwide policies on the granting of units for AP credit for admissions purposes.

Contact: David DeGroot, Allan Hancock College

MSU

17.0 LOCAL SENATES

17.03 S18 Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives

Whereas, The AB 705 (Irwin, 2017) requirement that community colleges maximize the probability that students complete transfer-level English and math courses by the end of their first year has resulted in several reforms to address developmental education needs of many students who will be placed in these courses;

Whereas, Active learning practices for developmental education documented by the Research and Planning Group in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007)⁷ anticipated greater one-on-one interaction between faculty and students within the classroom;

Whereas, Publicly available data on college websites and other sites, such as collegetuitioncompare.com, collegesimply.com, and cappex.com, show that colleges with smaller class sizes tend to have better graduation, transfer, and retention rates; and

Whereas, The role of administrators outlined in the Academic Senate for California Community Colleges' paper *Setting Course Enrollment Maximums: Process, Roles, and Principles* (2012)⁸ includes ensuring fiscal viability under enrollment-based funding but does not account for new state directives such as AB 705 (Irwin, 2017) and the *Vision for Success*;⁹

Resolved, That the Academic Senate for California Community Colleges encourage local senates, in collaboration with collective bargaining agents, to advocate for reducing course enrollment maximums for courses with enrollment maximums exceeding discipline faculty recommendations for what is needed to maximize the probability of satisfying new state directives, such as AB 705 (Irwin, 2017) and the *Vision for Success*.

Contact: Jeffrey Hernandez, East Los Angeles College

Acclamation

⁷ <https://files.eric.ed.gov/fulltext/ED496117.pdf>

⁸ <https://www.asccc.org/sites/default/files/ClassCapsS12.pdf>

⁹ <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf>